

THE POLYNESIAN.

"PRO BONO PUBLICO."

SATURDAY, JULY 4, 1840.

Since the arrival of the king and his suite at this place, we have been gratified to learn that his Majesty and most of the chiefs of the islands have spent considerable time in consultation for the purpose of forming new laws. Those enacted about a year ago, where they have been carried into execution, we believe have generally been found to operate well. Some of these, however, have a wrong bearing, and others are liable to misinterpretation. Most of the laws which were enacted several years ago, as the public are well aware, need a thorough revision. They are not only unjust in some particulars, but are very defective even on those points of which they treat.

If we are correctly informed, the government is about to adopt some rules in the form of a Constitution which will in some degree limit the power, and define the duties of the king, governors and other chiefs. The form of trial by jury which heretofore has been adopted in capital offences, we understand is to be extended to all high crimes and to some civil actions. There are to be different classes of courts, but the line of demarcation between them we have not learned, though it is said the highest court is ordinarily to have no jurisdiction except in cases of appeal.

No person is to be condemned or punished for any offence, without a formal trial in presence of the accuser, and interested persons are not to act as judges, or sit on a jury.

Theft, we hear, is to be punished more severely than by the laws now in existence. Several crimes, not specifically defined in the present laws, are to be made prominent in the new, for instance, Forgery, Perjury, Burglary, Slander, Trespass, etc.

Instead of the present unjust form of collecting debts, we understand they will adopt the customary mode of civilized nations, at least so far as to make the debtor liable for the cost of collection. Thus says our informant.

The importance of changing its policy in regard to taxation, must have occurred to every friend of the government. A tax for labor is very undesirable; the labor being compulsory, must of course, be very unproductive. This fact, we are glad to learn, the chiefs are well convinced of, but they have been as yet, unable to devise any plans by which the people can pay a valuable tax in any other way so easily as by labor.

Copies of a Chart, bearing the following inscription, have just been received by the Sandwich Island Institute, Rev. J. Diell, and others, from Mr. Deppe, the Naturalist who recently visited these islands.

Chart of the Hawaii Archipelago, commonly called the Sandwich Islands, constructed from the materials supplied by Cook, Vancouver, Beechy, Douglas, Ellis, the American Missionaries, &c., and particularly from the observations and surveys, made by Captains Harmssen, Wendt, and Rodbertus, in the ships Mentor and Princess Louisa, of the Royal Prussian Marine, during her five circumnavigations in the years 1822, 1824, 1825, 1829, 1830, 1832, 1833, 1834, 1836, 1838, undertaken by the command of His Majesty, and performed according to the directions of His Excellency Mr. Rother, &c. &c., Secretary of State to H. M., President of the Royal Board for the Maritime Trade, &c. &c. To whom this chart is respectfully inscribed by his most obedient humble servant, Henry Berghaus, P. D., Professor at the Royal Academy of Architecture, Berlin, and Superintendent of the Engraver's School for Geography, Potsdam; Foreign Honorary Member of the Royal Geographical Society, London; Corresponding Member of the

Royal Institution of the Netherlands for Science, Literature and the Arts, Amsterdam; Member of the Royal Geographical and Asiatic Societies, Paris, of the Geographical Association at Frankfort, upon the Maine, &c. &c.

Potsdam, published at the Office of the Engraver's School for Geography, May 1, 1839.

To many the existence of the young chief's school at this place, may be new. Should the following account induce any to visit it, they will find an interesting group of children, whose progress in their studies, and pleasing manners would do credit to a boarding school of the first class in the United States. Among them are Liholiho, the heir apparent, and the presumptive governors of the several islands. They all appear attached to their school and teachers.—Ed.

FAMILY SCHOOL FOR THE CHILDREN OF THE CHIEFS.

This infant seminary had its origin in the desire of the chiefs for systematic instruction. At the annual meeting of the American mission, June, 1839, they requested that a teacher might be devoted to their children. In compliance with this request, Mr. and Mrs. Cooke, who had spent two years teaching and superintending the station schools of this village, and who were selected by the chiefs, were appointed by the mission to this work, and without delay entered upon it. Mr. Cooke has made his first annual report; a document which we propose briefly to examine. With our eye upon it we shall speak of the necessity and object of the school, and of its history during the year.

Necessity.—"There is no royal road to geometry." Children, even of the highest potentate, must be taught the rudiments of knowledge, must be led along the same path in which the peasant boy climbs the hill of science, though they may ascend higher than he can find ability to do. Just as the forest oak which towers majestically above his fellow, owes his elevation to the winds which fan, and the rains which water the stunted growth beneath his shadow. The necessity of the children of the chiefs being thoroughly educated is apparent from the fact that they will be called, before long, to stand at the helm of government. And this is becoming an exceedingly difficult post. Once Kamehameha I., unlettered, could govern Hawaii with honor to himself, and benefit to his kingdom. In 1850, no untaught chieftain will be able to save the ship of state. The amount of light which is now diffused, in some measure throughout the entire group, and is daily increasing—the spirit of inquiry which is abroad—the increase of foreign residents and visitors, and the spirit of enterprise which is waking up, all show the absolute necessity of imparting sound and thorough instruction to those who are to be the future rulers of these islands.

The necessity of a family school for these children is apparent from the extreme improbability of their being taught to any good purpose unless they are in a measure isolated—cut off from a free intercourse with their former associates. A moment's reflection will show the importance of saving them, if possible, not only from the contagious example of children of their own age, but of older though ignorant and superstitious persons, who

will flatter their vanity, corrupt their morals, and thus blight the hope of their future usefulness.

Princes must be taught, "That the heir so long as he is a child, differeth nothing from a servant, though he is lord of all." But this they will not be taught to good purpose, while they are allowed, according to the custom of this country, to exercise power almost absolute, even from infancy. Hence the necessity of the family school, where restraint, mild and reasonable, will be exercised. Other reasons might be given, but these are sufficient to show that no mistake was committed in the establishment of the school, but that the necessity was deep and urgent.

Object.—This is to train the young chiefs, both male and female, so as to qualify them for their future stations and duties in life.

It is the object of the school to discipline the minds of the future rulers of the nation—to teach them to investigate—to furnish their minds with knowledge so that they may depend, under God, on their own resources, and conduct the affairs of government in an intelligent manner.

It is an object to break up the indolent habits of the children—to accustom them to habits of industry—to teach them the exceedingly great value of time and how they may turn it to the highest account, become punctual, business-like men and women.

Another object is to teach civilization, to relax no means of cultivation till they shall be really gentlemen and ladies, unaffectedly dignified and affable in their manners; courteous and gentle in their intercourse with all, without cringing to any. In short to teach them every thing that is lovely and of good report.

Finally, it is the great object to train the hearts of these children; to teach correct morals, and the religion of the Bible, without any regard to sectarian peculiarities. It is the earnest desire of the teachers that the children of the chiefs committed to their care should "seek first the kingdom of God and his righteousness," imbibe the spirit of the gospel and avoid sin in all its forms, that they may eventually be qualified to take the lead of a civilized and christian nation.

Such are, in short, the principle objects of the institution—such the points to be aimed at, but time alone can show with how much success.

History of the school during the past year. June 12, 1839, the school was opened with six pupils, four boys and two girls. This was the average number till April, 1840. There being no suitable building for the accommodation of the pupils, Mr. Cooke opened his own house, and instructed them daily at stated hours, though they lodged and boarded with their parents and friends.

A considerable portion of the year was occupied by Mr. Cooke in overseeing the building for the school house, which was erected at the expense of government. The house on the outside is 76 feet square, enclosing a court of 36 feet square. The building contains 17 rooms of various dimensions, including a kitchen, dining room and parlor, lodging room for the pupils and servants, and a spacious school room. In this building Mr.

Cooke and family are comfortably and pleasantly accommodated. The building is of adobies—built in an economical style, with a thatched roof, and was erected at an expense not much exceeding 2,000 dollars. The court is entered from the street on the west by ample doors, before which within the court, a lamp is kept burning during the night. From the school room another door opens into a large plat, which when leveled and filled with verdure and shade, will afford a spacious and pleasant play ground for the pupils. They are also allowed to walk and ride daily, if convenient, with their teachers, and will in due time take long excursions.

The children, of whom there are now eleven, on becoming accustomed to their new mode of living, seem contented and happy. They are more easily managed, than, considering their want of training heretofore, could have been expected. They have made commendable progress in their studies, both English and native, and will doubtless progress more rapidly with their present facilities. At morning prayers, they read a portion of scripture and sing a hymn in their own language; at evening prayers, they read the same portion and sing in English. Their teachers converse with them chiefly in English, with the design of familiarizing them with the enunciation of difficult sounds while their organs are flexible. From the extreme ease with which Hawaiian words are uttered, and the simple idiom of the language, it admits of a question whether the pupils can be made familiar with the English without a more careful seclusion from all use of the Hawaiian than would otherwise be desirable.

April 15, 1840, the school house was dedicated to the object for which it was erected. After an excellent dinner, (provided by the Governor,) the company, consisting of the King, Kekauloohi and other principle chiefs, together with parents, guardians, children and teachers, also several individuals of the American mission, assembled in the school room where the objects of the institution were explained in several addresses.

The following are some of the points illustrated. Importance of good principles to the character of rulers. Religion the only basis of good principles. The fundamental principles of the christian religion the only infallible directory in the formation of laws and administration of justice.

The happy adaptation of the well directed family, and the family school to qualify children to act the part of rulers. The law of love and kindness to govern instead of that of physical force. Value of an English education to enlarge and discipline the mind, and open wide and extensive fields of knowledge on all subjects, especially the laws and customs of civilized nations.

Importance of physical education to the character of rulers. Energy of body as well as of mind essential to rulers. Necessity of regularity in taking active exercise; in the quantity and quality of food, in the hours for retiring and rising, bathing, study, amusements, &c. Connexion of physical training with health and cheerfulness of temper: happiness and usefulness most intimate.

Importance of the institution in a polit-